

Tamassee-Salem Middle

P.O. Box 96
Salem, SC 29693

Grades	6-8 Middle School	
Enrollment	148 Students	
Principal	Steve M.R. Moore	864-944-0444
Superintendent	Dr. Valerie Truesdale	864-886-4400
Board Chair	Harry B. Mays, Jr.	864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	16	26	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	Yes
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	No

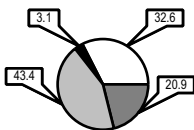
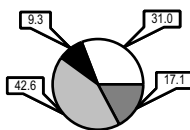
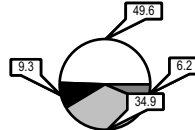
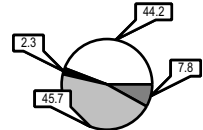
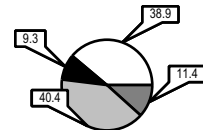
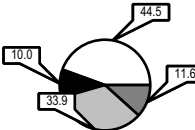
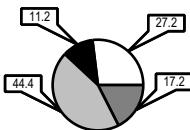
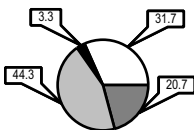
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	89.5	98.2
English 1	N/A	96.3
Biology 1/Applied Biology 2	N/A	80.0
Physical Science	N/A	78.3
All Subjects	89.5	97.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	143	99.3	32.6	43.4	20.9	3.1	34.1	Yes	Yes
Gender									
Male	75	98.7	45.6	38.2	13.2	2.9	26.5	N/A	N/A
Female	68	100.0	18.0	49.2	29.5	3.3	42.6	N/A	N/A
Racial/Ethnic Group									
White	138	99.3	33.1	43.3	20.5	3.1	33.9	Yes	Yes
African American	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	98	100.0	17.2	50.6	27.6	4.6	44.8	N/A	N/A
Disabled	45	97.8	64.3	28.6	7.1	0.0	11.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	99.3	32.6	43.4	20.9	3.1	34.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	99.3	32.6	43.4	20.9	3.1	34.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	79	98.7	46.5	39.4	12.7	1.4	21.1	No	Yes
Full-pay meals	62	100.0	15.5	48.3	31.0	5.2	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	143	99.3	31.0	42.6	17.1	9.3	38.8	Yes	Yes
Gender									
Male	75	98.7	41.2	36.8	13.2	8.8	30.9	N/A	N/A
Female	68	100.0	19.7	49.2	21.3	9.8	47.5	N/A	N/A
Racial/Ethnic Group									
White	138	99.3	31.5	42.5	16.5	9.4	38.6	Yes	Yes
African American	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	98	100.0	18.4	46.0	23.0	12.6	50.6	N/A	N/A
Disabled	45	97.8	57.1	35.7	4.8	2.4	14.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	99.3	31.0	42.6	17.1	9.3	38.8	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	99.3	31.0	42.6	17.1	9.3	38.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	79	98.7	43.7	40.8	12.7	2.8	22.5	Yes	Yes
Full-pay meals	62	100.0	15.5	44.8	22.4	17.2	58.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	143	98.6	49.2	35.2	6.3	9.4	15.6
Gender							
Male	75	97.3	55.2	29.9	4.5	10.4	14.9
Female	68	100.0	42.6	41.0	8.2	8.2	16.4
Racial/Ethnic Group							
White	138	98.6	49.2	34.9	6.3	9.5	15.9
African American	3	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	98	100.0	34.5	44.8	8.0	12.6	20.7
Disabled	45	95.6	80.5	14.6	2.4	2.4	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	98.6	49.2	35.2	6.3	9.4	15.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	98.6	49.2	35.2	6.3	9.4	15.6
Socio-Economic Status							
Subsidized meals	79	97.5	60.0	32.9	5.7	1.4	7.1
Full-pay meals	62	100.0	36.2	37.9	6.9	19.0	25.9

Social Studies							
All Students	143	98.6	43.8	46.1	7.8	2.3	10.2
Gender							
Male	75	97.3	49.3	40.3	7.5	3.0	10.4
Female	68	100.0	37.7	52.5	8.2	1.6	9.8
Racial/Ethnic Group							
White	138	98.6	44.4	45.2	7.9	2.4	10.3
African American	3	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	98	100.0	31.0	55.2	10.3	3.4	13.8
Disabled	45	95.6	70.7	26.8	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	143	98.6	43.8	46.1	7.8	2.3	10.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	142	98.6	43.8	46.1	7.8	2.3	10.2
Socio-Economic Status							
Subsidized meals	79	97.5	55.7	40.0	2.9	1.4	4.3
Full-pay meals	62	100.0	29.3	53.4	13.8	3.4	17.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	50.0	38.1	11.9	0.0	11.9
	7	44	97.7	20.0	62.9	8.6	8.6	17.1
	8	55	98.2	24.5	49.0	22.4	4.1	26.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	31.0	47.6	19.0	2.4	21.4
	7	48	97.9	33.3	40.0	26.7	0.0	26.7
	8	48	100.0	33.3	42.9	16.7	7.1	23.8
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	26.2	35.7	26.2	11.9	38.1
	7	44	97.7	17.1	37.1	14.3	31.4	45.7
	8	55	98.2	26.5	59.2	14.3	0.0	14.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	26.2	57.1	14.3	2.4	16.7
	7	48	97.9	26.7	35.6	26.7	11.1	37.8
	8	48	100.0	40.5	35.7	9.5	14.3	23.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	47.6	26.2	26.2	0.0	26.2
	7	44	97.7	31.4	45.7	11.4	11.4	22.9
	8	55	98.2	46.9	49.0	2.0	2.0	4.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	54.8	26.2	7.1	11.9	19.0
	7	48	95.8	52.3	29.5	9.1	9.1	18.2
	8	48	100.0	40.5	50.0	2.4	7.1	9.5
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	54.8	35.7	7.1	2.4	9.5
	7	44	97.7	28.6	54.3	11.4	5.7	17.1
	8	55	98.2	34.7	51.0	10.2	4.1	14.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	47	100.0	31.0	59.5	7.1	2.4	9.5
	7	48	95.8	45.5	45.5	6.8	2.3	9.1
	8	48	100.0	54.8	33.3	9.5	2.4	11.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 148)				
Students enrolled in high school credit courses (grades 7 & 8)	50.0%	Up from 21.0%	15.2%	16.7%
Retention rate	2.7%	Up from 2.0%	2.0%	2.5%
Attendance rate	97.2%	Up from 96.8%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 14.6%	0.3%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 14.6%	0.3%	1.0%
Eligible for gifted and talented	13.7%	Down from 17.7%	18.0%	15.6%
On academic plans	46.3%	N/AV	44.5%	39.9%
On academic probation	0.0%	N/AV	0.8%	0.7%
With disabilities other than speech	24.2%	Down from 24.5%	13.3%	12.4%
Older than usual for grade	5.4%	Up from 4.1%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	8.1%	Up from 1.4%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 12)				
Teachers with advanced degrees	40.0%	N/A	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.4%	N/A	8.1%	9.1%
Teachers with emergency or provisional certificates	0.0%	N/A	3.9%	5.6%
Teachers returning from previous year	N/A	N/A	85.6%	84.6%
Teacher attendance rate	92.3%	Down from 94.6%	94.9%	94.8%
Average teacher salary	\$34,372	N/A	\$41,766	\$42,267
Prof. development days/teacher	12.7 days	Down from 14.7 days	12.4 days	11.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.1 to 1	21.1 to 1	21.1 to 1
Prime instructional time	87.8%	Down from 88.8%	89.2%	89.0%
Dollars spent per pupil*	\$5,625	Down 25.4%	\$6,053	\$6,243
Percent of expenditures for teacher salaries*	98.9%	Up from 57.0%	61.1%	59.8%
Percent of expenditures for instruction*	59.4%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Down from 99.1%	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff of Tamassee-Salem Middle and High School continue their quest to provide the best possible education for the students of the Tamassee-Salem community. Providing opportunities to be involved in Healthy Ventures activities, athletics, fine arts, and advanced programs of study, we work to create a learning community where Success is an Expectation. We are proud of the achievements of our students and faculty, and look forward to the future with more achievements to come. Our students continue to work hard and learn what it takes to be successful, and we know that they will continue to push us to provide our best. We appreciate our parents working with us to help create the environment where nothing but a young person's best is expected. Without your continued support, the school would not be able to push for higher excellence. Thanks for all you do to help us in our search for continued excellence in education.

Steve Moore, Principal

The School Improvement Council is a means of assuring the influential voice of parents and community members in the education of the students in our school. This year we have a very active council that met on a monthly basis that helped in planning, monitoring, and evaluating improvements at our school. I would like to give a huge thank you to all involved for voicing your opinions, allowing us to improve our school.

Tricia Burgess, Chair SIC

For additional information and to review the School Summary to the People for 2005-06, please visit the school website at <http://www.oconee.k12.sc.us/tsh/>.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	8	38	12
Percent satisfied with learning environment	87.5%	89.5%	75.0%
Percent satisfied with social and physical environment	100.0%	91.9%	83.3%
Percent satisfied with school-home relations	37.5%	91.9%	83.3%

*Only students at the highest middle school grade level at this school and their parents were included.